

**Victorian Certificate of Education
2015****ENGLISH AS AN ADDITIONAL LANGUAGE
(EAL)****Written examination****Wednesday 28 October 2015****Reading time: 9.00 am to 9.15 am (15 minutes)****Writing time: 9.15 am to 12.15 pm (3 hours)****TASK BOOK**

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Marks</i>
A – Text response	20	1	40
B – Writing in Context	4	1	30
C – Analysis of language use	2	2	30
			Total 100

- Students are to write in blue or black pen.
- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and an English and/or bilingual printed dictionary.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Task book of 14 pages, including **Examination assessment criteria** on page 14.
- One answer book.

Instructions

- Write your student number on the front cover of the answer book.
- Complete each of the following in the answer book:
 - Section A: Text response
 - Section B: Writing in Context
 - Section C: Analysis of language use
- Each section should be completed in the correct part of the answer book.
- All written responses must be in English.
- If you write on a multimodal text in Section A, you must not write on a multimodal text in Section B.
- You may ask the supervisor for extra answer books.

At the end of the task

- Enclose any extra answer books inside the front cover of the first answer book.
- You may keep this task book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION A – Text response**Instructions for Section A**

Section A requires students to complete **one** analytical/expository piece of writing in response to **one** topic (either **i.** or **ii.**) on **one** selected text.

In the answer book, indicate the text selected and whether you are answering **i.** or **ii.**

In your response, you must refer closely to **one** selected text from the Text list below.

For collections of poetry or short stories, **you may choose to write on several poems or short stories, or on one or two in very close detail, depending on what you think is appropriate.**

If you write on a multimodal text in Section A, you must **not** write on a multimodal text in Section B.

Your response will be assessed according to the criteria set out on page 14 of this book.

Section A is worth 40 marks.

Text list

1. *All About Eve* Directed by Joseph L Mankiewicz
2. *Brooklyn* Colm Tóibín
3. *Burial Rites* Hannah Kent
4. *Cat's Eye* Margaret Atwood
5. *Cloudstreet* Tim Winton
6. *Henry IV, Part I* William Shakespeare
7. *I for Isobel* Amy Witting
8. *In the Country of Men* Hisham Matar
9. *Mabo* Directed by Rachel Perkins
10. *Medea* Euripides
11. *No Sugar* Jack Davis
12. *Selected Poems* Gwen Harwood
13. *Stasiland* Anna Funder
14. *The Complete Maus* Art Spiegelman
15. *The Thing Around Your Neck* Chimamanda Ngozi Adichie
16. *The War Poems* Wilfred Owen
17. *The White Tiger* Aravind Adiga
18. *This Boy's Life* Tobias Wolff
19. *Will You Please Be Quiet, Please?* Raymond Carver
20. *Wuthering Heights* Emily Brontë

1. *All About Eve* directed by Joseph L Mankiewicz

- i. Margo says, "... funny business, a woman's career".
'*All About Eve* is about the roles that women must play in life.'
Discuss.

OR

- ii. 'In *All About Eve*, Margo ultimately triumphs over Eve.'
To what extent do you agree?

2. *Brooklyn* by Colm Tóibín

- i. 'Many characters in the text are challenged by new beginnings.'
Discuss.

OR

- ii. 'In the novel *Brooklyn*, relationships are damaged by secrecy.'
Discuss.

3. *Burial Rites* by Hannah Kent

- i. '*Burial Rites* is about death, but it is also about life.'
Discuss.

OR

- ii. "I am determined to close myself to the world ..."
'Although Agnes is imprisoned at the farm, she keeps her internal freedom.'
Discuss.

4. *Cat's Eye* by Margaret Atwood

- i. "Galleries are frightening places, places of evaluation, of judgment."
'In both her personal and professional life, Elaine yearns for approval.'
Discuss.

OR

- ii. '*Cat's Eye* explores the nature of female friendships.'
Discuss.

5. *Cloudstreet* by Tim Winton

- i. 'In *Cloudstreet*, Fish Lamb is only important because of his effect on other characters.'
Discuss.

OR

- ii. 'In their struggles, the Pickles and Lamb families learn little from each other.'
Do you agree?

6. *Henry IV, Part I* by William Shakespeare

- i. 'Hal is a disappointment, both as a son and as a prince.'
Discuss.

OR

- ii. How is the idea of leadership explored in *Henry IV, Part I*?

7. *I for Isobel* by Amy Witting

- i. "... her mother's intentions were far more violent than her blows."
'Isobel's life is shaped by her mother's treatment of her.'
Discuss.

OR

- ii. '*I for Isobel* depicts a world in which women and girls are unhappy.'
Discuss.

8. *In the Country of Men* by Hisham Matar

- i. Is it only Baba who brings danger to his family?

OR

- ii. 'In Matar's novel, people must lie in order to survive.'
Discuss.

9. *Mabo* directed by Rachel Perkins

- i. 'The refusal to accept injustice is central to the film.'
Discuss.

OR

- ii. 'Eddie Mabo is not the only hero of this film.'
Do you agree?

10. *Medea* by Euripides

- i. '*Medea* is about extremes of human emotion.'
Discuss.

OR

- ii. 'There is more than one villain in *Medea*.'
Do you agree?

11. *No Sugar* by Jack Davis

- i. '*No Sugar* offers an insight into what it meant to be Aboriginal in the 1930s in Western Australia.'

Discuss.

OR

- ii. 'Jimmy Munday's fight for independence is doomed to fail.'

Discuss.

12. *Selected Poems* by Gwen Harwood

- i. Discuss the role of memory in Harwood's poetry.

OR

- ii. 'Harwood's poems are filled with her love of music.'

Discuss.

13. *Stasiland* by Anna Funder

- i. 'In *Stasiland*, Funder exposes a world that is both cruel and unreasonable.'

Discuss.

OR

- ii. 'Personal stories in this book convey the inhumanity of the Stasi.'

Discuss.

14. *The Complete Maus* by Art Spiegelman

- i. In what ways does the visual imagery contribute to the impact of *The Complete Maus*?

OR

- ii. '*The Complete Maus* explores the ongoing consequences of the war years for Art's family.'

Discuss.

15. *The Thing Around Your Neck* by Chimamanda Ngozi Adichie

- i. 'It is difficult for the characters in these stories to give up what they value.'

Discuss.

OR

- ii. 'The characters in *The Thing Around Your Neck* are affected by their current circumstances and by the past.'

Discuss.

16. *The War Poems* by Wilfred Owen

- i. 'In *The War Poems*, Owen is determined to tell the truth about war.'
Discuss.

OR

- ii. 'Owen's poems express sympathy for the young men sent to fight and anger towards those who sent them.'
Discuss.

17. *The White Tiger* by Aravind Adiga

- i. 'Although Balram becomes increasingly corrupt, the reader does not lose sympathy for him.'
Discuss.

OR

- ii. "... India is two countries in one ..."
How is this concept explored in *The White Tiger*?

18. *This Boy's Life* by Tobias Wolff

- i. 'Other characters betray Toby, but he also betrays himself.'
Do you agree?

OR

- ii. 'Rosemary is unable to be a good parent to Toby.'
Discuss.

19. *Will You Please Be Quiet, Please?* by Raymond Carver

- i. 'Carver's stories confront the reader with the emptiness of everyday life.'
Do you agree?

OR

- ii. 'Carver's characters do not always grasp their opportunities.'
Discuss.

20. *Wuthering Heights* by Emily Brontë

- i. 'In *Wuthering Heights*, characters gain nothing by taking revenge.'
Discuss.

OR

- ii. How does the use of two first-person narrators influence the reader's response to *Wuthering Heights*?

SECTION B – Writing in Context**Instructions for Section B**

Section B requires students to complete an extended written response.

In the answer book, indicate the Context and write the title of the text you have selected.

In your writing, you must draw on ideas suggested by **one** of the **four** Contexts.

Your writing must draw directly from the selected text you have studied for this Context and be based on the ideas in the prompt.

Your response may be an expository, imaginative or persuasive piece of writing.

If you write on a multimodal text in Section A, you must **not** write on a multimodal text in Section B.

Your response will be assessed according to the criteria set out on page 14 of this book.

Section B is worth 30 marks.

Context 1 – The imaginative landscape

A Passage to India Directed by David Lean
Night Street Kristel Thornell
Peripheral Light – Selected and New Poems..... John Kinsella
The View from Castle Rock Alice Munro

Prompt

‘Every place offers us imaginative possibilities.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from the selected text that you have studied for this Context and explore the idea that **‘every place offers us imaginative possibilities’**.

OR

Context 2 – Whose reality?

Death of a Salesman Arthur Miller
Foe JM Coetzee
The Lot: In Words..... Michael Leunig
Wag the Dog..... Directed by Barry Levinson

Prompt

‘We create our own reality, but we are never completely in control.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from the selected text that you have studied for this Context and explore the idea that **‘we create our own reality, but we are never completely in control’**.

OR

Context 3 – Encountering conflict

A Separation..... Directed by Asghar Farhadi

Every Man in this Village is a LiarMegan Stack

Life of GalileoBertolt Brecht

The LieutenantKate Grenville

Prompt

‘The strength of our beliefs is tested when we encounter conflict.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from the selected text that you have studied for this Context and explore the idea that **‘the strength of our beliefs is tested when we encounter conflict’**.

OR

Context 4 – Exploring issues of identity and belonging

Skin..... Directed by Anthony Fabian

Summer of the Seventeenth DollRay Lawler

The Mind of a Thief..... Patti Miller

Wild Cat Falling..... Mudrooroo

Prompt

‘An individual’s sense of identity and belonging changes throughout life.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from the selected text that you have studied for this Context and explore the idea that **‘an individual’s sense of identity and belonging changes throughout life’**.

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SECTION C – Analysis of language use**Instructions for Section C**

Section C consists of **two** parts.

Parts 1 and 2 are equally weighted.

Carefully read the material on pages 12 and 13 and then complete **both** parts 1 and 2.

Your response will be assessed according to the criteria set out on page 14 of this book.

Section C is worth 30 marks.

TASK**Part 1**

Write a note-form summary of Stephanie Bennett's speech found on page 12.

Your response must be in **note form**. Do not use complete sentences.

Part 2

Write a piece of prose that explains how language and visual features have been used by the speakers to attempt to persuade the audience about **three** of the main points of the material on pages 12 and 13.

You may choose points in either or both of the speeches.

Background information

bigsplash, a large Australian financial institution, sponsors an annual award given to an Australian volunteer organisation. Stephanie Bennett, the Chief Executive Officer of ***bigsplash***, is presenting the 2015 award in front of a large number of people. Mathew Nguyen accepts the award on behalf of the winning organisation. Television and newspaper journalists are in the audience. Pages 12 and 13 contain transcripts of the two speeches.

Stephanie Bennett is at the lectern, on which is hanging a banner, shown below.

Stephanie Bennett's speech



'Distinguished guests, ladies and gentlemen, and volunteers from around the country, it is my great privilege to present the 10th annual **bigsplash** Australian Volunteers Award to a representative of one of the short-listed volunteer organisations. Over 200 volunteer organisations entered for the award this year. **bigsplash** offers this \$100 000 prize to support the work of the winning volunteer organisation because our company believes in giving a helping hand.

Too often we do not show how much the work of volunteers is appreciated. Do you know how many Australians volunteer each year? A quarter of the Australian population! I think we sometimes take these wonderful Australians for granted. The website 'Volunteering Australia' shows that five years ago the total amount of time volunteered by Australians was estimated to be 713 million hours! What would the numbers be today? If the minimum hourly wage in Australia is \$17, then this voluntary work is worth billions of dollars. This is the kindness of strangers. Our world often seems to be obsessed with money, so it is humbling that such a large number of people are prepared to give that most precious of life's gifts – their time – without payment. Too often the work of these people is not acknowledged.

Volunteers are heroes, Australian heroes, whether they are volunteering here or overseas. What would we do without them? There would be no ambulance volunteers to assist at major events, no-one would clean up litter on the beach, no-one would be watching to keep us safe in the water. And when help is needed overseas, Australian volunteers are there to help. It would be impossible to name all the volunteer organisations that make our life better. As we go

about our daily lives, how often do we really think about this enormous group of silent angels?

We are blessed with volunteers who are so much a part of everyday life that we forget the many things they do without expecting a reward. Many elderly people live alone and, thanks to volunteers, they are able to stay in their own homes. My own mother has benefitted from their services. Volunteers help in many ways, such as taking her for walks, reading to her or doing the shopping. Even meals are delivered by volunteers. And to our great shame we so frequently undervalue their contribution. We hope that our **bigsplash** award will help to change this situation.

It is well known that volunteers also benefit from giving. Volunteering is a fundamental part of a civilised society. It stitches together the social fabric of our nation and creates links with other nations. Volunteers remind us that we are one society and one world. We should never forget or overlook them. **bigsplash** certainly does not. We at **bigsplash** recognise the value of the volunteers of Australia, and we thank them!

Audience applause

I will now open the envelope and announce the winner of this year's **bigsplash** Australian Volunteers Award ... It's ... Tradespeople Without Borders!'

Mathew Nguyen, the representative for Tradespeople Without Borders, steps forward to accept the award. On the screen behind him, the image included with their application is projected. The audience applauds loudly.

Mathew Nguyen's speech



‘Thanks ***bigsplash***. Cheers, everyone. We didn’t expect to win so I want you to know that we are really grateful that you’ve decided to recognise a new organisation like ours and support tradies who want to help.

Our organisation uses volunteers from lots of different trades. We offer our skills and time to help improve the living conditions of people in all parts of the world. We also help when there’s a

disaster. What happens when a typhoon, an earthquake, a flood wipes out the homes of thousands of people? Tradespeople Without Borders is ready to help.

My best mate is overseas with Tradies Without Borders at the moment. He’s a plumber and he would tell you that joining Tradespeople Without Borders is about helping people who don’t have decent shelter. We work with the local people and we learn new ways of doing our work with fewer resources. By working together and learning together we become a team, even friends. We also help Australia’s reputation by showing the rest of the world that we’re a generous, caring country.

Volunteering helps other people and it is also good for the volunteer. Did you know that volunteers are happier than other people? That’s what research shows. This is because volunteers realise that it is rewarding to give a helping hand to people in need and to see things improve for them. Volunteers are people who have discovered that it can be more fun to give than to receive. It’s true – we gain a lot from helping others.

As Stephanie said, volunteers deserve your respect. We’re doing something for you, for the people of the planet and for ourselves. Thanks a million everyone. We’re thrilled.’

Audience applause

Examination assessment criteria

The examination will address all the criteria. Student responses will be assessed against the following criteria:

Section A – Text response

- detailed knowledge and understanding of the selected text, demonstrated appropriately in response to the task
- development in the writing of a coherent and effective structure in response to the task
- control in the use of expressive and effective language appropriate to the task

Section B – Writing in Context

- understanding of the ideas and/or arguments relevant to the prompt/stimulus material
- effective use of detail from the selected text as appropriate to the task
- development in the writing of a coherent and effective structure in response to the task, and appropriate to the purpose, form and audience
- control in the use of language appropriate to the purpose, form and audience

Section C – Analysis of language use

- understanding of the ideas and points of view in the material presented
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers
- control of the mechanics of the English language to support meaning